

LDST 102: Leadership and the Social Sciences

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Jepson School of Leadership Studies
University of Richmond

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Section 1: Jepson Hall 120

Mo/We 12:00 - 1:15 PM

Section 2: Humanities Building 205

Mo/We 3:00 - 4:15 PM

Office Hours: Fr 3:00 - 5:00 PM and by appointment

Office: Jepson Hall 233

Course Description

A Jepson education investigates leadership not only as a position but also as a process and a relationship among people.

Jepson School of Leadership Studies' website

The quotation above suggests that the phenomenon of leadership extends well beyond the level of individual leaders. Leadership broadly construed is about how groups of people come together to make collective decisions. This process often (but not always) involves certain individuals assuming positions of leadership. Sometimes decisions made on behalf of collectives are imposed. At other times, they are agreed upon voluntarily. Regardless of how groups come together to make decisions, leadership remains at the core of the collective human experience. Thus understood, the phenomenon of leadership is also a major puzzle. If individual interests and motivations frequently collide, just how do people come together to act as a collective? There are many answers to this puzzle and the key goal of this class is to explore the leading explanations. Our goal will be to understand why different solutions to the puzzle of leadership emerge in different circumstances. In addition, we will examine the consequences that different answers to the puzzle of leadership produce. To do this, we will study a variety of contexts ranging from populist politics and international relations to rural villages in sub-Saharan Africa. Drawing on the spirit of the liberal arts, our goal will be to understand the phenomenon of leadership in order to generate positive impact outside the classroom.

Course Goals

- Students will gain knowledge about major theoretical debates concerning leadership as viewed through the lens of social science.
- Students will become familiar with broad empirical patterns of leadership, including traditional leadership, charismatic leadership, and rational-legal leadership.
- Students will acquire knowledge of the most common approaches to the empirical study of leadership.
- Students will become familiar with the methods and evidentiary standards in academic literature on leadership and related social phenomena.

My Teaching Philosophy

When teaching in the undergraduate classroom, I proceed with three overarching goals in mind. The first and most fundamental is to cultivate a life-long passion for learning in my students. My philosophy is that a great teacher lights a spark of curiosity that is innate to all human beings. The second objective of my approach to undergraduate teaching is to give students the tools and cognitive habits that allow them to critically evaluate arguments and consider alternative explanations to claims they encounter. Finally, I seek to equip students with an ability to articulate their own ideas in clear language, whether spoken or written. Together, these principles coalesce to prepare my students for a life of curiosity, respectful yet critical appraisal of differing views, and a measure of comfort with sharing and defending their own ideas.

Course Materials

I will make most of the course materials available to students on the course website. Students are required to use university libraries to obtain the rest. There are no required texts to purchase. Students should download the Top Hat app as it will be used for interactive tasks during class time.

Assignments and Grading

Reading Quizzes (10%)

Before every class, students will complete an online reading quiz on the course website. The quiz will pose several rudimentary questions that will be closely related to the readings assigned for a given class session. The questions will probe students' understanding of the main arguments, facts, and conclusions encountered in the materials. Most students should find the questions easy as long as they complete the assigned readings on time. The goal of these quizzes is to ensure that students read attentively. Questions will become available at the end of previous class and close five minutes before the class session for which readings were assigned. Students will have ten minutes to complete a quiz in one attempt but they can finish it at any point

between two class sessions. The three lowest quiz scores will be dropped and students' overall quiz grade will be an average of the remaining quizzes. Because the three lowest scores will be dropped, there will be no make-ups for missed quizzes, even for excused absences.

Discussion Leadership (10%)

Starting in week 4, each class session will include a short discussion section (about 25 minutes) that will be introduced by two student discussants. The goal of the discussants will be to provide a short summary of class readings. In particular, the discussants should focus on the main questions, arguments, and empirical approaches that appear in the readings. In addition, the discussants will attempt to identify the strengths and weaknesses of each reading, paving the way for a deeper conversation in which all class participants will subsequently engage. Student discussants are encouraged to work together as they prepare their opening remarks. These need not be longer than five minutes. I will circulate a sign up sheet well ahead of time so that discussants have several weeks to prepare.

Midterm Exam (20%)

Students will complete one online midterm exam on October 11. The exam will draw from the assigned readings, lectures, and class discussions through week 6. The exam will be a mixture of multiple-choice questions (four answer options, one correct answer), short-answer questions, and a short essay. Students will have the entire class period to write the exam.

Final Exam (25%)

Students will complete one online final exam on December 6. The exam will draw from the assigned readings, lectures, and class discussions from weeks 8-14. The exam will be a mixture of multiple-choice questions (four answer options, one correct answer), short-answer questions, and a short essay. Students will have 75 minutes to write the exam.

Final Paper (25%)

Students will finish the course by writing an original essay that will engage the ideas and examples introduced in class. Specifically, students will select one example of leadership broadly construed from the real world and try to explain it with the help of one of the theories that students will encounter in this class. For example, students might use a theory of presidential narcissism to explain a particular president's foreign policy behavior. In the course of the essay, students will also have to address at least one alternative explanation (another theory that provides a plausible explanation) and indicate why it falls short of providing a satisfactory explanation. Students may choose examples of leadership that were not mentioned in class as long as they can discuss the examples by engaging with the theories they did encounter in this course. The paper cannot be shorter than five double-spaced pages and it cannot be longer than six double-spaced pages. The paper should use 1-inch margins or less, the font should not be larger than 12. All sources should be properly cited using in-text citations or footnotes. A list of references at the end of the essay is also required and does not count towards the page limit. I will circulate a short rubric detailing how the papers will be graded well ahead of time.

Students can consult me regarding a rough draft of their paper, provided they do so at least seven days before the deadline. Due to time constraints however, I will not be able to comment on more than one rough draft per student.

Participation (10%)

Active participation in class and regular engagement with the presented material is crucial for effective learning. Contributing to classroom conversation, asking questions, and attending office hours outside of class all count as forms of participation. In addition, students may email me a substantial paragraph (200 words minimum) with their original thoughts on the day's readings. In order to count as participation however, this email has to arrive in my inbox *before* the start of class. I will make regular notes regarding each student's participation throughout the semester. Participation will be graded on a simple scale: excellent (3/3), satisfactory (2/3), unsatisfactory (1/3), and absent (0/3). Excellent participation is achieved by participating at least once a week in any of the forms mentioned above. Satisfactory participation is achieved by participating at least once every two weeks. Students that earn the unsatisfactory participation grade participate only a few times during the entire semester. Students that do not attend class or never participate receive a participation score of 0. It goes without saying that students who fail to attend class regularly will find it difficult to earn a satisfactory participation grade.

Extra Credit

Students who wish to receive extra credit may prepare a short, five-minute presentation about a real-world example of leadership of their choice. The presentation should, similarly to the final paper, critically apply a theoretical perspective discussed in class to the selected case. The presentation should be accompanied by a few slides and it should explain why the chosen theoretical perspective is uniquely suited for explaining the chosen case. The presentation will be graded pass/fail and it will, if deemed satisfactory, raise students' final grade by 2%. Students may present on the same case they choose to explore in their final paper.

Letter grades for student performance will be assigned based on the following percentages:

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	60-66
B+	87-89	C	73-76	F	0-60
B	83-86	C-	70-72		

Important Dates

1. **Midterm Exam:** October 11
2. **Final Exam:** December 6
3. **Final Paper due date:** December 15

Course Policies

Attendance Policy

Attendance is both expected and absolutely crucial for student success in this course. Many of the assignments (particularly the midterm and final exams) will be partially based on lectures and in-class discussions and students will miss important information if they choose not to attend regularly. It will be hard for students who do not come to class to pass the course. Students can expect me to be prepared and organized, and to deliver lectures and answer questions. In turn, I expect students to have read *all* of the assigned readings and to come with questions and requests for clarification.

During Class

I understand that the electronic recording of notes and using of the Top Hat app will be important for class and so computers will be allowed in class. Students should refrain from using computers for anything but activities related to the class. Phones are prohibited unless they are used for recording of responses to questions posed via the Top Hat app. Eating and drinking are allowed in class but students are asked to ensure that it does not interfere with their learning or the class in general. Students should try not to eat their lunch in class as classes are typically active and require full attention.

Re-grading

I will do my best to grade papers and exams fairly, accurately, and quickly. However, mistakes can occur. If students have a concern about their grade, they can write a description of the mistake as they see it and send it to me within one week of receiving their grade. Please note that the entire exam or paper will be re-graded, and it is thus possible that students' final grade will go up or down.

Make-Up Exams and Late Assignments

The exams must be taken when scheduled except for the following reasons:

- documented attendance at a university-sanctioned event
- death in the family
- observation of a religious holiday
- illness or injury

If an exam is missed due to an *excused* absence, a make-up exam will be scheduled in consultation with me. It is the student's responsibility to initiate this process and to provide the necessary documentation. Exams missed due to an *unexcused* absence will receive a grade of 0 and cannot be made up. Unexcused late assignments will be penalized by a full letter grade for each 24-hour period by which the assignment is late.

Emails

The classroom is the best place to raise questions that are relevant to every student in the class. Office hours should be dedicated to discussing deeper questions related to class material as well as assignments. While I welcome communication via email, students should be sure to exhaust all other sources (especially the syllabus) that might help answer their questions and consider direct emails as a last resort. Students should include the title of the class in the subject line when writing an email.

Academic Integrity

The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.” Integrity is expected of every student in all academic work. Plagiarism, which means intentionally or knowingly representing the words or ideas of another as one’s own, is a serious and egregious violation and the perpetrator will be subject to any one or a combination of the following sections: report to the Honor Council, loss of credit for the work involved; reduction in grade; or a failing grade in the course. Visit studentdevelopment.richmond.edu/student-handbook/honor/pdfs/statutes.pdf for more information.

Generative Artificial Intelligence (AI) Policy

Generative artificial intelligence (AI) refers to quickly evolving tools that are capable of generating text, images, or other media. While exciting, existing AI tools such as ChatGPT are not oracles of truth and one has to treat their output with skepticism. To do this effectively, one has to possess sufficient reading, writing, and critical thinking skills. Developing such competences is one of the key goals of this introductory course. For this reason, the use of generative AI for any assignments completed for this course is prohibited and will be treated as violation of the Honor Code.

Religious Observance

Students should notify me within the first two weeks of classes if they will need accommodations for religious observance. Visit registrar.richmond.edu/services/policies/religious-observances.html for more information.

Disability Accommodations

Students with a Disability Accommodation Notice should let me know as soon as possible so that we may discuss arrangements for assignments and participation. Visit disability.richmond.edu for more information.

Additional Academic Support

Academic Skills Center

Academic coaches assist students in assessing and developing their academic and life-skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, etc.). Peer tutors offer assistance in specific subject areas (e.g., calculus, chemistry, accounting, etc.) and will be available for appointments in-person and virtually. Peer tutors are listed on the ASC website. Email Roger Mancastropa (rmancast@richmond.edu) and Hope Walton (hwalton@richmond.edu) for coaching appointments in academic and life skills. Visit asc.richmond.edu for more information.

Boatwright Library Research Librarians

Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide individual appointments, class library instruction, tutorials, and research guides. Students can contact an individual librarian (library.richmond.edu/help/liaison-librarians.html) or ask a librarian for help via email (library@richmond.edu), text (804-277-9ASK), or chat (library.richmond.edu/chat.html). Visit library.richmond.edu/help/ask for more information.

Career Services

Career Services can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR. Visit careerservices.richmond.edu for more information.

Counseling and Psychological Services

Students may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Counseling and Psychological Services assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services. Visit caps.richmond.edu for more information.

Speech Center

The Speech Center assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group

presentations. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs. Visit speech.richmond.edu for more information.

Writing Center

The Writing Center assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work. Visit writing.richmond.edu for more information.

Course Schedule

Week 1 (August 28 & 30): Introduction

MONDAY: Introduction to the Course and Syllabus

- familiarize yourself with the syllabus

WEDNESDAY: What Is Leadership and Why It Matters

- MacMillan, Margaret. “**Leadership at War: How Putin and Zelensky Have Defined the Ukrainian Conflict.**” *Foreign Affairs*, March 29, 2022.

Week 2 (September 4 & 6): What Is Social Science?

MONDAY: Demarcating Social Science

- Holm, Andreas Beck. 2013. *Philosophy of Science: An Introduction for Future Knowledge Workers*. Frederiksberg, Den.: Samfundslitteratur. **Chapters 2 and 3.**
- “Karl Popper, Science, and Pseudoscience.” [YouTube video](#).

WEDNESDAY: Basic Concepts and Definitions

- Donovan, Tood & Kenneth Hoover. 2014. *The Elements of Social Scientific Thinking*. Belmont, CA: Cengage Learning. **Chapter 2.**
- Chlouba, Vladimir. 2020. “A Guide to Academic Research Articles for the Casual Reader.”

Week 3 (September 11 & 13): The Puzzle of Leadership

MONDAY: The Prisoner’s Dilemma

- Shepsle, Kenneth & Mark S. Bonchek. 1997. *Analyzing Politics: Rationality, Behavior and Institutions*. New York, NY: W. W. Norton & Company. **Chapter 8.**
- “Prisoners’ dilemma and Nash equilibrium.” [YouTube video](#).

WEDNESDAY: Collective Action Problems

- Shepsle, Kenneth & Mark S. Bonchek. 1997. *Analyzing Politics: Rationality, Behavior and Institutions*. New York, NY: W. W. Norton & Company. **Chapter 9.**
- “Rational Choice Theory: Collective Action Problems.” [YouTube video](#).

Week 4 (September 18 & 20): Traditional Leadership

MONDAY: Defining Traditional Leadership

- Weber, Max. 1947. *The Theory of Social and Economic Organization*. New York, NY: Oxford University Press. pp. 324-329 and pp. 341-358.
- Baldwin, Kate. 2020. "Chiefs, Democracy, and Development in Contemporary Africa." *Current History*, 119(817): 163-168.

WEDNESDAY: Contemporary Traditional Leadership

- Chlouba, Vladimir. 2021. "One Size Fits All: The Origins of Mixed Governance in Namibia." *Journal of the Middle East and Africa*, 12(4): 445-466.
- Goist, Mitchell & Florian G. Kern. 2018. "Traditional institutions and social cooperation: Experimental evidence from the Buganda Kingdom." *Research and Politics*, 5(1): 1-9.

Week 5 (September 25 & 27): Charismatic Leadership

MONDAY: Defining Charismatic Leadership

- Weber, Max. 1947. *The Theory of Social and Economic Organization*. New York, NY: Oxford University Press. pp. 359-363.
- Willner, Ruth Ann. 1985. *The Spellbinders: Charismatic Political Leadership*. New Haven, CT: Yale University Press. **Chapter 2**.

WEDNESDAY: Case Study: Adolf Hitler

- "Hitler: The Rise of Evil." [Movie available via YouTube](#).

Week 6 (October 2 & 4): Rational-Legal Leadership

MONDAY: Defining Rational-Legal Leadership

- Weber, Max. 1947. *The Theory of Social and Economic Organization*. New York, NY: Oxford University Press. pp. 329-341.
- Lipsky, Michael. 2010. *Street-Level Bureaucracy: Dilemmas of the Individual in Public Service*. New York, NY: Russell Sage Foundation. **Chapters 1 and 2**.

WEDNESDAY: The Good and the Bad of Bureaucracy

- Mellor, William and Dick M. Carpenter. 2016. *Bottlenecks: Gaming the Government for Power and Private Profit*. New York, NY: Encounter Books. **Introduction and chapter 1**.
- Goodsell, Charles T. 2014. *The New Case for Bureaucracy*. Washington, DC: CQ Press. **Chapter 1**.

Week 7 (October 9 & 11): Midterm Review & Exam

MONDAY: Midterm Exam Review

We will review concepts introduced in the first half of the course and thus facilitate preparation for the midterm exam. Students should come with questions and requests for clarification.

WEDNESDAY: Midterm Exam

Week 8 (October 18): Cultural Determinants of Leadership

MONDAY: Culture as a Solution to the Puzzle of Leadership

- Nisbett, Richard. 2003. *The Geography of Thought: How Asians and Westerners Think Differently...and Why*. New York, NY: Free Press. **Chapter 3**.
- Nunn, Nathan & Leonard Wantchekon. 2011. "The Slave Trade and the Origins of Mistrust in Africa." *American Economic Review*, 101(7): 3221-3252.

Week 9 (October 23 & 25): Leadership in Autocracies

MONDAY: Survival Strategies for Dictators

- Brownlee, Jason. 2007. "Hereditary Succession in Modern Autocracies." *World Politics*, 59(4): 595-628.
- Lachapelle, Jean, Steven Levitsky, Lucan A. Way & Adam E. Casey. 2020. "Social Revolution and Authoritarian Durability." *World Politics*, 72(4): 557-600.

WEDNESDAY: Case Study: Mobutu Sese Seko

- Stearns, Jason K. 2012. *Dancing in the Glory of Monsters: The Collapse of the Congo and the Great War of Africa*. New York, NY: Public Affairs. **Only chapter 8**.

Week 10 (October 30 & November 1): Leadership in Democracies

MONDAY: Who Wins Democratic Elections?

- Besley, Timothy & Marta Reynal-Querol. 2011. "Do Democracies Select More Educated Leaders?" *American Political Science Review*, 105(3): 552-566.
- Lawson, Chappell, Gabriel S. Lenz, Andy Baker & Michael Myers. 2010. "Looking Like a Winner: Candidate Appearance and Electoral Success in New Democracies." *World Politics*, 62(4): 561-593.

WEDNESDAY: Peace as an Effect of Democratic Leadership

- Rosato, Sebastian. 2003. "The Flawed Logic of Democratic Peace Theory." *American Political Science Review*, 97(4): 585-602.

Week 11 (November 6 & 8): Populist Leadership

MONDAY: What Is Populism?

- Mounk, Yascha. 2018. *The People vs. Democracy*. Cambridge, MA: Harvard University Press. **Introduction**.
- Krastev, Ivan. 2018. "Eastern Europe's Illiberal Revolution." *Foreign Affairs*, 97: 49-56.

WEDNESDAY: Sources of Populism

- Mounk, Yascha. 2018. *The People vs. Democracy*. Cambridge, MA: Harvard University Press. **Chapters 4, 5, and 6**.

Week 12 (November 13 & 15): Leadership in International Relations

MONDAY: Leader Psychology and International Affairs

- Hall, Todd & Keren Yarhi-Milo. 2012. "The Personal Touch: Leaders' Impressions, Costly Signaling, and Assessment of Sincerity in International Affairs." *International Studies Quarterly*, 56(3): 560-573.
- Harden, John P. 2021. "All the World's a Stage: US Presidential Narcissism and International Conflict." *International Studies Quarterly*, 65(3): 825-837.

WEDNESDAY: Gender in International Relations

- McDermott, Rose, Dominic Johnson, Jonathan Cowden & Stephen Rosen. 2007. "Testosterone and Aggression in a Simulated Crisis Game." *The Annals of the American Academy of Political and Social Science*, 614(1): 15-33.
- Post, Abigail S. & Paromita Sen. 2020. "Why can't a woman be more like a man? Female leaders in crisis bargaining." *International Interactions*, 46(1): 1-27.

Week 13 (November 20): Leadership and Revolutions

MONDAY: Who Leads Revolutions?

- Kuran, Timur. 1991. "Now Out of Never: The Element of Surprise in the East European Revolution of 1989." *World Politics*, 44(1): 7-48.

Week 14 (November 27 & 29): Leadership and Ethnic Diversity

MONDAY: Can Everyone Just Get Along?

- Mounk, Yascha. 2022. *The Great Experiment*. New York, NY: Penguin Press. **Chapters 1, 2, and 3.**

WEDNESDAY: Ethnic Diversity and Public Goods

- Habyarimana, James, Macartan Humphreys, Daniel N. Posner & Jeremy M. Weinstein. 2007. “Why Does Ethnic Diversity Undermine Public Goods Provision?” *American Political Science Review*, 101(4): 709-725.
- Baldwin, Kate & John D. Huber. 2010. “Economic versus Cultural Differences: Forms of Ethnic Diversity and Public Goods Provision” *American Political Science Review*, 104(4): 644-662.

Week 15 (December 4 & 6): Final Review and Exam

MONDAY: Final Exam Review

We will review concepts introduced in the second half of the course and thus facilitate preparation for the final exam. Students should come with questions and requests for clarification.

WEDNESDAY: Final Exam